

# K-3 Literacy Pilot MoMEntum



Common Professional Learning #4  
Scaffolded Instruction

# Common Professional Learning # 4

## Learning Intentions

Educators will:

- understand the connection between scaffolding and student achievement.
- be able to voice when and why they would use a particular scaffold.

# Learning Intentions

A **learning intention** (or objective) for a lesson or series of lessons is a statement which describes clearly what the teacher wants the students to know and understand. A learning intention makes explicit what students are going to learn.

## Example:

Students will retell in sequential order using key details and ideas from the text.

Students will determine the central message or moral of the story.

# Learning Intentions

In order to help students achieve learning intentions, we have to think about the scaffolds they will need to be successful with the learning.

# Scaffolding

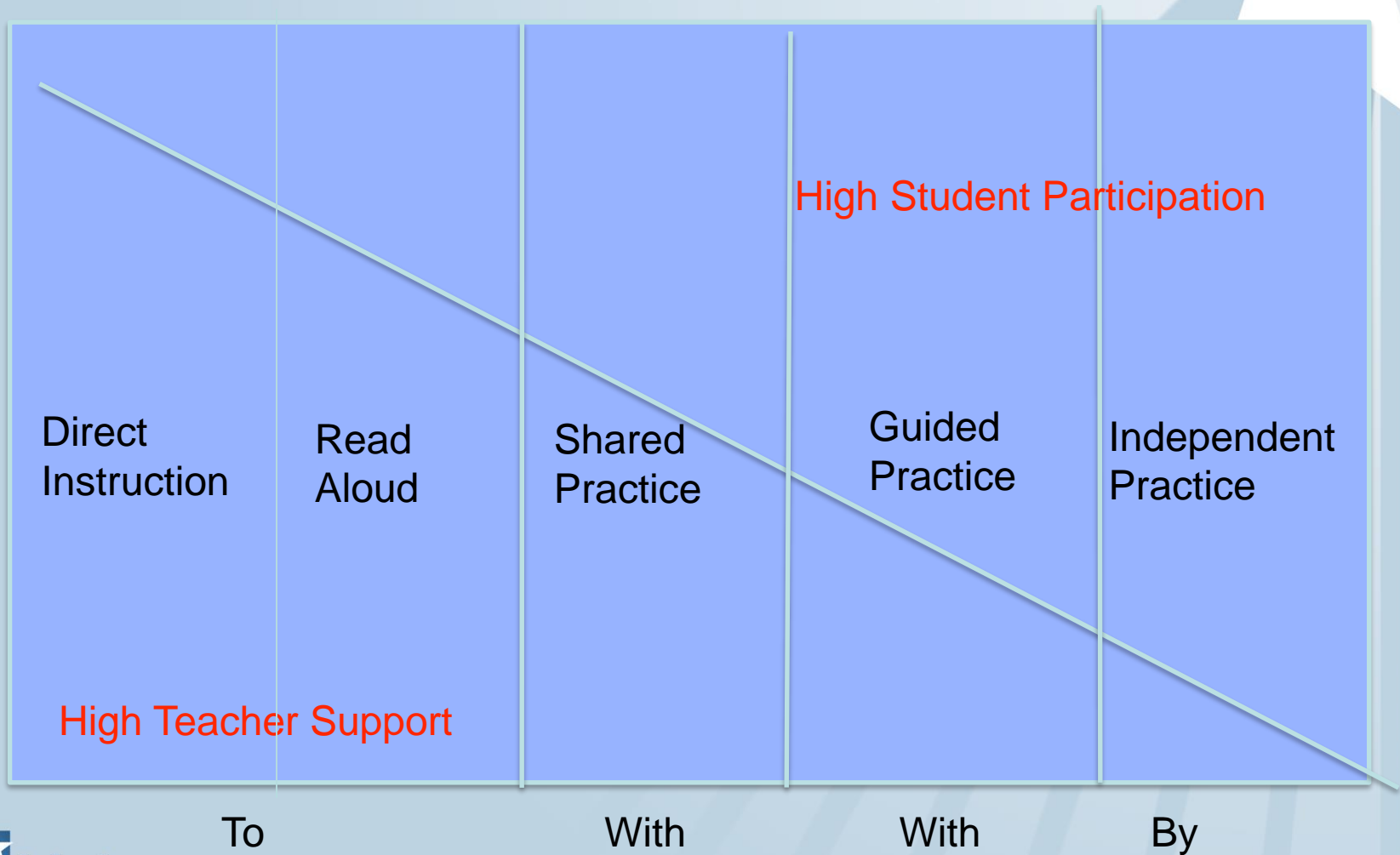
A process that “enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts” (Wood, Bruner, and Ross 1976, 90).

<https://www.youtube.com/watch?v=g1Uq1fnVihs>

# Think – Talk - Share

- What are some of the ways we scaffold student learning in our classrooms?
- How do we make decisions about which scaffolds to employ?

# Gradual Release of Responsibility Model, Pearson & Gallagher 1983



# Scaffolds

Which scaffolds might you use?

	<b>Direct Instruction</b>	<b>Read Aloud</b>	<b>Shared Reading</b>	<b>Guided Reading</b>	<b>Ind. Reading</b>
Whole Group					
Small Group					
One to One					



# The Prompting Funnel

## **Look to Self**

What can you try?  
What do you know? (Background knowledge)  
Wow! How did you do that?  
How can you check?  
Explain.

## **Look to Text**

What can you use?  
What do you know ? (from the text)  
Where is the tricky part?  
What can you figure out?  
Show me.

## **Look to Teacher**

Get your mouth ready.  
Does that make sense?  
Does that sound right?  
Look at the picture.  
Reread.

# Learning Intention

## Learning intentions:

Students will identify common vowel teams.

Students will say the individual sounds a vowel team creates.

Students will decode regularly spelled one syllable words.

# Scaffold

Text: Troy Waits for a Train

# Scaffolds



	Direct Instruction	Read Aloud	Shared Reading	Guided Reading	Ind. Reading
Whole Group					
Small Group					
One to One					

# Learning Intentions

## Learning Intentions:

Students will identify and give examples of text features.

Students will explain how text features help locate key facts or information.

Students will locate key facts or information about a topic using text features.

# Scaffold

Text: Pink River Dolphins

# Connections to Hattie and Duke Research

## John Hattie

**Direct Instruction:** .59 effect size  
learning intentions  
modeling lessons  
guided instruction  
providing scaffolds  
independent learning

**Small Group Instruction:** .49 effect size

## Nell Duke

Read A Loud

Explicit Instruction

Small Group

On going observation and assessment

Modeling/demonstration

# Debrief/ Closure

## Debrief: Learning

How has your thinking about scaffolding been impacted by today's session?

## Closure: Process

In what ways did talking and thinking with a partner assist your learning today?



- K-2: <http://achievethecore.org/page/2725/text-complexity>
- 3-12: <http://achievethecore.org/page/2725/text-complexity>